

E.E. 1.0: READING

CHS graduates comprehend, interpret, and evaluate a wide range of written material.

Standard of Performance	Exceeds the Standard	Achieves the Standard	Nearly Achieves the Standard	Working Toward the Standard
1.1 Word/Symbol Knowledge	Possesses an extensive command of words/symbols.	Applies a variety of strategies to identify, define, and extend the meaning of familiar and unfamiliar words/symbols.	Inconsistently applies strategies to identify and define unfamiliar words/symbols.	Is beginning to apply strategies to identify or define unfamiliar words/symbols.
1.2 Reading Strategies	Designs and implements strategies to make sense of unfamiliar texts.	Identifies text's structure and applies text-appropriate strategies before, during, and after reading to make sense of texts.	Sometimes needs to be cued to identify the text's structure, and inconsistently chooses text-appropriate strategies.	Is beginning to identify the text's structure, but rarely chooses text-appropriate strategies.
1.3 Basic Understanding of Text	Achieves this standard with complex, sophisticated, above grade-level texts.	Accurately identifies, describes, and/or summarizes the main events, themes, literary devices, and characters (in grade-level literary texts) and the main ideas, key facts, and supportive details (in grade-level informational texts and graphical representations).	Inconsistently identifies, describes, and/or summarizes main events, themes, literary devices, and characters (in literary texts) and main ideas, key facts, and supportive details (in informational texts and graphical representations).	Is beginning to show some understanding of the main events, themes, literary devices, and characters (in literary texts) and the main ideas, key facts, and supportive details (in informational texts and graphical representations).
1.4 Analysis and Interpretation	Achieves this standard with complex, sophisticated, above grade-level texts.	Analyzes, interprets, and evaluates grade-level informational texts, literary texts, and graphical representations and provides well-chosen evidence to support opinions, theses, and/or conclusions.	Inconsistently analyzes, interprets, and evaluates informational texts, literary texts, and graphical representations with some supporting details and textual references; however, evidence for opinions, theses, and/or conclusions is insufficient or misaligned.	Is beginning to recognize the deeper meaning of texts and/or provides insufficient evidence to support a reasonable thesis, opinion and/or conclusion.